

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate Agenda  
January 28, 1992  
UU 220 3:00-5:00 p.m.

*1-7-92  
minutes  
were removed*

- I. Minutes: Approval of the January 7, 1992 Academic Senate minutes (pp. 2-5).
- II. Communication(s) and Announcement(s):
  - A. Faculty Director for the Institute for Teaching and Learning (pp. 6-7).
  - B. Academic Senate vacancies for 1992-1994 (p. 8).
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. CFA Campus President
  - F. CSEA Campus President
  - G. ASI Representatives
  - H. Euel Kennedy, Interim Director for Enrollment Support Services
- IV. Consent Agenda:
  - GE&B course proposal for MU X325-Vilkitis, Co-chair of the GE&B Committee (p. 9).
- V. Business Item(s):
  - A. Proposed Academic Program Review Criteria-Pedersen, Chair of the Program Review Criteria Setting Committee, first reading (pp. 10-27).
  - B. Resolution on Visibility of the Policy on Cheating and Plagiarism-J Murphy, Chair of the Instruction Committee, first reading (pp. 28-29).
- VI. Discussion Item(s):
  - A. Academic Senate CSU Resolution AS-2061-92/FA on Year Round Operation (YRO) Within the CSU System (pp. 30-31).
  - B. Academic Senate CSU Resolution AS-2064-92/AA on Support for Executive Order on CSU GE-B Requirements... (pp. 32-46).
  - C. Academic Senate committee charges for 1991-1992 (pp. 47-49).
- VII. Adjournment:

# THE CALIFORNIA STATE UNIVERSITY

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DEC 12 1991

Code: AARD 91-15

Academic Senate

Date: December 5, 1991  
To: Vice Presidents, Academic Affairs  
From: Lee R. Kerschner  
Senior Vice Chancellor  
Academic Affairs

DEC 9 1991

Subject: Faculty Director for the Institute for Teaching and Learning

The Institute for Teaching and Learning Advisory Board is searching for a Faculty Director for the Institute. The position has been established as a temporary assignment in which a tenured member of the CSU faculty will be released from all campus duties in order to serve full time at the Office of the Chancellor as the ITL Director. The term of the appointment will be two to three years, subject to negotiation with the campus as well as evaluation and renewal by the ITL Advisory Board. ITL will reimburse the campus at the level of Assistant Professor, Step 8.

We ask your help in identifying qualified CSU faculty members who might be considered for this position. The ITL Board will begin reviewing resumes on January 10, 1992. Ideally, the Faculty Director will be selected prior to the all-university conference on teaching and learning and will begin work during the spring term of 1992.

Attached is a position announcement which provides further background information and describes the duties of the Director, terms and conditions of the assignment, and application procedures. Applications and nominations should be addressed to:

ITL Advisory Board  
Jacquelyn Kegley, Chair  
CSU Office of the Chancellor  
400 Golden Shore, Suite 132  
Long Beach, California 90802-4275

A completed application must include evidence of support of this appointment by the applicant's department chair, dean, and vice president for academic affairs.

Distribution:

Presidents  
Members, Academic Senate CSU  
Chairs, Campus Academic Senates

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DEC 9 1991

ACADEMIC  
PROGRAMS

## Position Announcement

### **FACULTY DIRECTOR CSU INSTITUTE FOR TEACHING AND LEARNING**

#### Background Information

The Institute for Teaching and Learning was created in 1986 by the Chancellor and the Statewide Academic Senate of the California State University. ITL is a statewide research, development, and dissemination organization devoted to improvement of instruction: its primary mission is to assist faculty in teaching their disciplines to students. Under the guidance of a systemwide advisory board, the ITL works with CSU campuses to stimulate the interests and promote the involvement of faculty in improving the teaching and learning process. As a priority concern, ITL addresses the teaching and learning issues involved in the education of ethnic and other minorities and women. The Institute maintains a small central staff at the CSU Office of the Chancellor in Long Beach.

#### Duties of the Director

The Director of the Institute for Teaching and Learning is responsible for planning, implementing, administering, and evaluating all statewide initiatives conducted through the Institute. Under general supervision of the State University Dean for Instructional Improvement, the Director is in charge of the full range of research, development, and dissemination programs of the ITL. The Director is supported by an Assistant Director and a Student Assistant; and shares a clerical Staff Assistant with the State University Dean.

Duties of the Director include, but are not limited to: serving as chief staff to the Institute Advisory Board, editorial board, national advisors, and various project steering committees; establishing priorities for research and development in teaching and learning; organizing the work of faculty coordinators, consultants, researchers, and project directors; editing the ITL Newsletter; maintaining effective liaison with the twenty CSU campuses through the offices of the vice presidents for academic affairs, the campus centers for teaching and learning, and the academic senates; linking with and providing support to faculty groups engaged in instructional improvement efforts; overseeing the publication of materials contributing to the improvement of teaching and learning; maintaining a statewide data base and clearinghouse of faculty projects; preparing budgetary proposals and grant proposals; managing grant programs; sponsoring meetings, conferences, and workshops on topics related to instructional improvement; and representing the Institute with external agencies including state and federal government, national organizations, and foundations.

#### Terms and Conditions of the Position

The Director of the Institute for Teaching and Learning is a tenured member of the faculty of the California State University. The position is a two- or three-year assignment, subject to evaluation and renewal by the ITL Advisory Board. Through a special agreement with the home campus, the ITL Faculty Director is released from all local campus duties in order to work full time at the Office of the Chancellor. The Director's position is a 12-month position, and the faculty member will be compensated at his or her regular rate during the summer months. No transportation or relocation subsidy or support will be provided in conjunction with this assignment.

#### Application Procedures

Prospective candidates should submit: 1) a cover letter which describes your interest in and qualifications for the position; 2) your resume; 3) the names of four references familiar with your contributions in the area of teaching and learning; and 4) evidence of the support of your department chair, dean, and academic vice president for your candidacy for this assignment. Applications and nominations should be addressed to: ITL Advisory Board, Jacquelyn Kegley, Chair, CSU Office of the Chancellor, 400 Golden Shore, Suite 132, Long Beach, California 90802-4275. Review of resumes will begin on January 10, 1992. The Faculty Director will begin this assignment during spring term of 1992.

## ACADEMIC SENATE VACANCIES FOR 1992-1994

Nominations are now being received by the Academic Senate office for faculty representatives to the Academic Senate for the 1992-94 term. The number of vacancies for each school is given below. Nominations must be received in the Academic Senate office (FOB 25H) by Tuesday, February 4, 1992 in order to be eligible for election.

<u>School</u>	<u># of Senators</u>	<u># of Vacancies</u>
SAGR	7	4
SAED	5	3
SBUS	5	2
SENG	8	5
SLA	8	4
SPS	5	3
SSM	8	4
Library	1	1

In addition to the election of senators, the following schools will need to elect representatives to the Research Committee: SBUS, SLA, SSM, and PCS.

The following schools also have vacancies on the University Professional Leave Committee: SAED, SBUS, SLA, and PCS.

The campus will also need to elect one representative to the statewide Academic Senate for a three-year term. The nomination for this position is by petition and includes a consent to serve statement.



## General Education and Breadth Proposal

1. PROPOSER'S NAME Clifton Swanson	2. PROPOSER'S DEPARTMENT Music
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3	
4. THIS PROPOSAL IS FOR:  <input type="checkbox"/> New Course <input type="checkbox"/> Change to an Existing GEB Course <input checked="" type="checkbox"/> Existing Course Proposed for Addition to GEB	
5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format) MU X325 Concert Attendance (London)  Concert attendance for MU 324 Music & Society course taught in London. Must be taken in conjunction with MU 324.	
6. SUBCOMMITTEE RECOMMENDATION AND REMARKS MU 324 is currently listed in GE&B Area C.3. MU X325 is a one-unit activity course to be taken concurrently with MU 324 by students in the London Study program. The Music Department would like students to be able to receive GE&B Area C.3 credit for the activity portion of the course.	
7. GE & B COMMITTEE RECOMMENDATIONS AND REMARKS  Approve	
8. ACADEMIC SENATE RECOMMENDATION	

1/13/92

## PROPOSED ACADEMIC PROGRAM REVIEW CRITERIA

### Introduction

The criteria below were developed to evaluate academic programs in order to strengthen them. These criteria are meant to allow all programs campuswide to show their strengths. In doing this, some criteria have been included which may not apply to all programs.

Each program will be evaluated separately. Graduate programs are to be evaluated in the same manner as undergraduate programs, using the same criteria as applicable. Since the criteria asks that all programs be compared to similar peer programs, graduate programs will be compared to other graduate programs for evaluation.

As a program prepares data for this evaluation, it is encouraged to comment on the data, particularly information which may be helpful to the evaluation committee. The program administrator should feel free to include any special explanations for data which might otherwise be interpreted negatively.

A more detailed explanation of each criterion is supplied in the Guidelines attached.

### I. MISSION, GOALS, AND OBJECTIVES OF THE PROGRAM

- A. Relevance of the program to the special mission of Cal Poly, and/or the mission of the CSU
- B. Evidence that the program mission, goals, and objectives are being met
- C. Contribution to the community, state, and nation

### II. PROGRAM QUALITY

#### A. Curriculum

- 1. Appropriate sequence, patterns of delivery, and size of class
- 2. Appropriate comparison with similar peer programs
- 3. Appropriate course mix related to previously stated goals and objectives
- 4. Appropriate grade distribution
- 5. Quality evaluation method
  - a. accreditation
  - b. outside evaluation
  - c. other
- 6. Currency
- 7. Professional support
- 8. Professional service
- 9. Evidence of interdisciplinary activity
- 10. Evidence of use of senior project as a learning tool
- 11. Contribution to G,E & B program at Cal Poly
- 12. Student Advising

B. Faculty (attach CV for each faculty member)

1. Demographics (gender, ethnicity)
2. Specific qualifications appropriate to discipline
3. Professional work experience
4. Diversity of faculty
  - a. professional background
  - b. areas of expertise
5. Professionalism
6. Evidence of teaching excellence
7. Evidence of mentoring and personal development of faculty
8. Service to the university, school and community
9. Percent of tenure-track versus non-tenured track faculty

C. Students

1. Student profile
  - a. Average SAT scores of enrolled students
  - b. Average GPA of transfer students
  - c. Gender and ethnicity
  - d. Honors, awards, scholarships
  - e. Number of students transferring into and out of major
  - f. Average quarterly class load enrolled in by major students
2. Evidence of successful program completion
  - a. Student graduation rates
  - b. Student success rates
  - c. Average length of time for students to graduate
  - d. Percent of graduate placement
    - 1) Other graduate school
    - 2) Graduate programs at Cal Poly
    - 3) Job requiring college degree
    - 4) Unknown
  - e. Other evidence of success relevant to field
3. Alumni evaluations (5, 10, 15 year post-graduation evaluations)
  - a. Strengths of program
  - b. Weaknesses of program
  - c. Adequacy of knowledge acquired for entry level jobs
  - d. Adequacy of program to provide for the overall university experience

D. Physical Facilities

1. Adequacy of facilities
2. Adequacy of equipment inventories
3. Adequacy of access to library resources

### III. PROGRAM PRODUCTIVITY

#### A. Efficient Use of State Resources

1. Faculty positions used and faculty positions generated by your program for each of the last five years
2. Staff positions used and staff positions generated by your program for each of the last five years
3. Administrative time used and administrative time generated by your program for each of the last five years
4. Average total cost (salary, O&E, equipment, travel, telephone, etc.) per annual SCU taught for your program for each of the last five years
5. Average total cost per FTE major student for your program for each of the last five years
6. Average annual WTU taught per FTEF for your program for each of the last five years (for each faculty member)
7. Average quarterly faculty contact hour load for your program (for each faculty member)
8. How adequate is your O&E budget in terms of your programs' needs?
9. How adequate is your new and replacement equipment budget for your programs' needs?

#### B. Generation and Use of Non-State Resources

(It should be acknowledged that there is not equality of opportunity for all programs in this regard)

1. Provide a list of all grants and contracts submitted and funded by your faculty for each of the last five years (give title and dollar amount)
2. For each of the last five years, list the amount of money generated via your programs fund raising efforts. Also indicate how this money was spent.
3. For each of the last five years, list the gifts of equipment, supplies and services received by your program
4. List all other non-state income generated for each of the last five years and indicate how that money was spent.

### IV. PROGRAM NEED

- A. Job market need
- B. Program uniqueness
- C. Integral Component to State University Education



1/13/92

PROPOSED ACADEMIC PROGRAM REVIEW CRITERIA  
DETAILED GUIDELINES

**I. MISSION, GOALS, AND OBJECTIVES OF THE PROGRAM**

**A. Relevance of the program to the special mission of Cal Poly, and/or the mission of the CSU**

See the attached Title 5 description (subchapter 2, Articles 1 and 2), and the mission statement of the California State University-A, B.

**B. Evidence that the program mission, goals, and objectives are being met**

List the program mission, goals, and objectives. Include your departmental priorities. (See attached list of examples of instructional priorities for reference-C).

**C. Contribution to the community, state, and nation**

In what general ways does the program contribute to each of these? Are the graduates of particular service?

**II. PROGRAM QUALITY**

**A. Curriculum**

**1. Appropriate sequence, patterns of delivery, and size of class**

List all courses taught by the program during the last two years and indicate for each the enrollment/section. Identify low/over enrollment courses and explain circumstances for each. Identify graduate courses with high undergraduate enrollment and explain circumstances for each one. (Over enrolled course defined as 50% above breakeven for the course classification). Indicate, by using the following code, the primary function of each course: MA for major, MI for minor, E for elective in degree program, GE for general education, S for service for other degree program(s), C for credential requirement

Describe structure of curriculum including actual or possible course taking sequences and patterns that a student would follow to graduate from your program (demonstrate with flow chart).

Explain the feasibility of the above sequences or patterns in terms of the abilities of students, the available time and resources at Cal Poly. Does your major course sequence have an impact on other programs? What other programs on campus have an impact on the ability of your students to graduate on time?

**2. Appropriate comparison with similar peer programs**

Summarize and compare identical or similar programs offered in the CSU and other institutions, including enrollment and number of degrees awarded.

Provide the findings of external reviews by consultants, peer-groups, or accrediting agencies.

**3. Appropriate course mix related to previously stated goals and objectives**

Does your course offerings meet the stated goals and objectives of your department?

List all major concentrations currently offered and specify the number of students enrolled in each.

**4. Appropriate grade distribution**

Provide summary of grade distributions for your department for each quarter for the last five years.

Is there a pattern of successive increases/decreases in percentages? Explain any trends. Also describe how grade distributions are monitored in your department.

**5. Quality evaluation method**

Provide information on how your program is evaluated by the appropriate means including one or more of the following methods:

**a. accreditation**

Indicate if accreditation agencies exist for your program evaluation. Is your program accredited?

**b. outside evaluation**

Indicate any other foundations, professional associations or societies, or external peer reviews that are used to evaluate your program.

**c. other**

If used, indicate occurrences and formal procedures for student and alumni evaluation.

**6. Currency**

List all courses that have been added or deleted from your program in the last five years and explain in a broader perspective why these changes occurred. Describe the difference between the current and earlier versions of curriculum.

Describe how your curriculum has responded to factors such as changing emphasis in the discipline, new technological development, changing character of society, current national curricular trends, demands by the profession and employers, etc.

List courses in the catalog that have not been offered for the previous two years.

#### **7. Professional support**

What support (nonmonetary) is provided by your profession in contributing to the enhancement of your curriculum.

#### **8. Professional service**

What service or in-service functions does your program provide on a regular basis? List the activities sponsored by your program during the past five years and list the number of people accommodated in each activity. Were these activities offered for credit?

Describe other professional services your program is providing in the form of internships, co-ops, senior projects, etc.

#### **9. Evidence of interdisciplinary activity**

List any interdisciplinary/problem-based studies or activities emphasizing the unity of knowledge and the cooperative contributions of individual disciplines.

Describe any courses developed by two or more departments for a major in your program or any cooperative arrangements that have been explored.

Describe the inter-relationship of your program with other programs.

#### **10. Evidence of use of senior project as a learning tool**

Is senior project an essential component of your curriculum? What role does it play as a part of your major? How is senior project organized and managed in your department? How many students do not successfully complete senior project in your majors?

#### **11. Contribution to G,E & B program at Cal Poly**

If you teach G,E & B courses, describe your involvement in general education and breadth requirements?

## **12. Student Advising**

Summarize the academic, professional, and career advising service that your program offers and its effectiveness.

Are advising responsibilities shared by all faculty? Describe orientation or training programs for faculty to make them more knowledgeable and effective advisors.

Describe the department's procedures to ensure that students receive accurate and timely academic advising.

### **B. Faculty (attach CV for each faculty member)**

Many of the faculty professional activities can be summarized in a table format. See attachment D for example of a form to use.

- 1. Demographics**
  - a. affirmative action target goals
  - b. gender
  - c. ethnic diversity
- 2. Specific qualifications appropriate to discipline**
- 3. Professional work experience**
- 4. Diversity of faculty**
  - a. professional background
  - b. areas of expertise
  - c. appropriate faculty expertise related to professional background
- 5. Professionalism**
- 6. Evidence of teaching excellence**
- 7. Evidence of mentoring and personal development of faculty**
- 8. Service to the university, school and community**
- 9. Percent of tenure-track versus non-tenured track faculty**

### **C. Students**

- 1. Student profile**
  - a. Average SAT scores of enrolled students
  - b. Average GPA of transfer students
  - c. Gender and ethnicity
  - d. Honors, awards, scholarships

Are the trends of items a-d over the last five years of any significance to the program?

- e. Number of students transferring into and out of major**

What percent of your students leave your program as internal transfers per year? Can students easily change major programs within Cal Poly? Do these students encounter any major difficulties in completing the program?



**f. Average quarterly class load enrolled in by major students**

What percent of your students are primarily full-time students? Are significant numbers of students part-time because of program or institutional policy?

**2. Evidence of successful program completion**

**a. Student graduation rates**

Do the trends over the last five years of the percentages of majors graduating indicate any significant changes in the program?

Over the last five years, indicate the number of majors who have filed for graduation and the number who have completed their degree.

**b. Student success rates**

How many students who enter eventually complete the program?

**c. Average length of time for students to graduate**

Why are students not completing their degrees according to projected time frames?

**d. Percent of graduate placement (over the last five years)**

**1) Other graduate schools**

What percentage of your graduates attend graduate programs at other schools?

**2) Graduate programs at Cal Poly**

What percentage of your graduates attend graduate programs at Cal Poly?

**3) Job requiring college degree**

What percent of your graduates are currently employed in a field utilizing a college degree?

**4) Unknown**

Of your graduates, what percent is there status unknown?

**e. Other evidence of success relevant to field**

What are the pass rates for professional registration or certification, acceptance rates to graduates internships, etc?

**3. Alumni evaluations (5, 10, 15 year post-graduation evaluations)**

**a. Strengths of program**

What input have you received from alumni regarding the strengths of your program?

**b. Weaknesses of program**

What input have you received from alumni regarding the weaknesses of your program?

**c. Adequacy of knowledge acquired for entry level jobs**

Do the students have an adequate level of knowledge acquired for entry level jobs?

**d. Adequacy of program to provide for the overall university experience**

How does your program keep in contact with alumni? How do the responses from the different post-graduation ages differ?

**D. Physical Facilities**

**1. Adequacy of facilities**

How adequate are your facilities such as classrooms, offices, laboratories, etc?

**2. Adequacy of equipment inventories**

How adequate is your equipment inventory including computers, lab equipment, and maintenance of this equipment?

**3. Adequacy of access to library resources**

How adequate is your access to the resources available to the library?

**III. PROGRAM PRODUCTIVITY**

**A. Efficient Use of State Resources**

- 1. Faculty positions used and faculty positions generated by your program for each of the last five years**
- 2. Staff positions used and staff positions generated by your program for each of the last five years**
- 3. Administrative time used and administrative time generated by your program for each of the last five years**
- 4. Average total cost (salary, O&E, equipment, travel, telephone, etc.) per annual SCU taught for your program for each of the last five years**
- 5. Average total cost per FTE major student for your**

program for each of the last five years

6. Average annual WTU taught per FTEF for your program for each of the last five years (for each faculty member)
7. Average quarterly faculty contact hour load for your program (for each faculty member)
8. How adequate is your O&E budget in terms of your programs' needs?
9. How adequate is your new and replacement equipment budget for your programs' needs?

**B. Generation and Use of Non-State Resources**

(It should be acknowledged that there is not equality of opportunity for all programs in this regard)

1. Provide a list of all grants and contracts submitted and funded by your faculty for each of the last five years (give title and dollar amount)
2. For each of the last five years, list the amount of money generated via your programs fund raising efforts. Also indicate how this money was spent.
3. For each of the last five years, list the gifts of equipment, supplies and services received by your program
4. List all other non-state income generated for each of the last five years and indicate how that money was spent.

**IV. PROGRAM NEED**

**A. Job market need**

Are graduates from the program in demand? If applicable, what is the ratio of requests for graduates at the placement center to actual graduates?

**B. Program uniqueness**

1. What is the need for the program at Cal Poly, in the state of California, nationwide? Compare enrollment to other programs in the state.
2. Are there courses offered in your department that are similar to courses offered in other departments?  
If so, what is the specific need for these courses within your department?

**c. Integral Component to State University Education**

Is your program essential to the CSU education?

## Division 5. Board of Trustees of the California State Universities

### Chapter 1. California State University

#### Subchapter 1. Definitions

##### § 40000. Campus.

As used in this Chapter, the term "campus" shall mean any of the institutions included within the California State University and Colleges, as specified in Section 89001 of the Education Code.

NOTE: Authority cited: Sections 66600 and 89030, Education Code.

##### HISTORY

1. New Subchapter 1 (Section 40000) filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
2. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

#### Subchapter 2. Educational Program

##### Article 1. General Function

##### § 40050. Functions.

The primary function of the California State University and Colleges is the provision of instruction for undergraduate students and graduate students through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be authorized only when mutually agreed upon by the Board of Trustees of the California State University and Colleges and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, or jointly with a private institution of higher education accredited by the Western Association of Schools and Colleges, provided that in the latter case, the doctoral program is approved by the California Postsecondary Education Commission. Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and Colleges and the facilities provided for that function.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 66608, Education Code.

##### HISTORY

1. Renumbering of Subchapters 1-6 to Subchapters 2-7, inclusive. Amendment and renumbering of Section 40000 filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35). For prior history, see Register 71, No. 1.
2. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

##### § 40051. California Polytechnic State University, San Luis Obispo and California Polytechnic State University, Pomona, Special Emphases.

In addition to the functions provided by Section 40050, California Polytechnic State University, San Luis Obispo, and California Polytechnic State University, Pomona, shall each be authorized to emphasize the applied fields of agriculture, engineering, business, home economics and other occupational and professional fields. This section shall be liberally construed.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 90404, Education Code.

##### HISTORY

1. Amendment filed 12-29-70; effective thirtieth day thereafter (Register 71, No. 1).
2. Amendment and renumbering of Section 40001 filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

#### Article 2. Curricula

##### § 40100. Authorization to Establish Curricula.

A campus may be authorized by the Board of Trustees to establish and maintain curricula leading to the bachelor's degree, and the master's degree, and the doctoral degree; provided, that in the case of the doctoral degree, the requirements of Section 40050 are satisfied.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

##### HISTORY

1. Amendment filed 12-29-70; effective thirtieth day thereafter (Register 71, No. 1).
2. Amendment filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

##### § 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's or master's degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

##### HISTORY

1. New section filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
2. Amendment filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

##### § 40100.2. The Consortium of the California State University and Colleges.

The Consortium of The California State University and Colleges ("The Consortium") is hereby established. Notwithstanding any other provision of this chapter to the contrary, The Consortium shall conduct academic programs utilizing combined faculty and program resources of The California State University and Colleges, and degrees authorized in Article 6, Subchapter 2 of this chapter may be awarded by The Consortium in the name of the Board of Trustees. The Chancellor is authorized to establish and from time to time to revise such provisions as may be appropriate for the administration of this section. The Chancellor shall report annually to the Board on such provisions issued pursuant to this section, commencing at the first meeting of the Board following July 1, 1974.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

##### HISTORY

1. New section filed 6-21-73; effective thirtieth day thereafter (Register 73, No. 25).
2. Amendment of NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

##### § 40101. Authorization to Recommend for Teaching Credentials.

A campus may establish and maintain courses leading toward fulfillment of requirements for one or more public school service credentials, and when a campus is approved by the Commission for Teacher Preparation and Licensing, the campus is authorized to recommend qualified applicants to the Commission for Teacher Preparation and Licensing for the credential.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 44227, Education Code.



### The Mission of The California State University

I. The mission of The California State University is:

To advance and extend knowledge, learning, and culture, especially throughout California.

To provide opportunities for individuals to develop intellectually, personally, and professionally.

To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.

To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.

To prepare students for an international, multi-cultural society.

To provide public services that enrich the university and its communities.

II. To accomplish its mission over time and under changing conditions, The California State University:

Emphasizes quality in instruction.

Provides an environment in which scholarship, research, creative, artistic, and professional activity are valued and supported.

Stresses the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree.

Requires of its bachelor's degree graduates breadth of understanding, depth of knowledge, and the acquisition of such skills as will allow them to be responsible citizens in a democracy.

Requires of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.

Seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.

Works in partnership with other California educational institutions to maximize educational opportunities for students.

Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.

Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

Please rank in descending order of priority the following instructional priorities as your ~~unit~~ <sup>program</sup> now performs them:

- \_\_\_\_\_ Provide liberal arts and/or general education.
- \_\_\_\_\_ Provide undergraduate educational preparation through majors, minors, options, concentrations, and special emphases. Please rank in descending order of priority any options, concentrations, and special emphases you offer. (An option, concentration or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
- \_\_\_\_\_ Provide core courses within school/division.
- \_\_\_\_\_ Provide service function for other programs.
- \_\_\_\_\_ Provide graduate study through the master's degree. Please rank in descending order of priority any options, concentrations, and special emphases you offer.
- \_\_\_\_\_ Provide professional/pre-professional training (e.g., teacher education, pre-law).
- \_\_\_\_\_ Provide extended education, consortium, off-campus, or external degree programs.
- \_\_\_\_\_ Provide in-service training for those currently employed.
- \_\_\_\_\_ Other (please identify).

## Criteria

Conference Attend.	Faculty Professional Activities
State	
Regional	
National	
International	
Papers Presented	
Referreed Jour.	
Nonrefer. Jour.	
Books Published	
Offices Held	
State	
Regional	
National	
International	
Speaking(Local)	
Consulting	
Grants	
Professional Work Exper.	
Editorships	

	Courses Taught (number)
Lower Division	
Upper Division	
Graduate	

### SELECTION OF ACADEMIC PROGRAMS FOR REVIEW

The selection process for programs to be reviewed should be in accordance with the following steps:

1. Develop a MASTER FILE on all programs subject to the Program Review process, both undergraduate and graduate.
2. Identify those programs that are subject to accreditation review and the dates when such review is to next occur.
3. Project the Program Reviews over a five-year period, and insure that programs subject to accreditation have congruent times for the accreditation reviews as well as the internal Program Reviews; thus, minimizing demand upon resources.
4. In each year, by May 1, the Academic Senate office shall solicit programs for those wishing to be reviewed, either because of accreditation or other external reviews, or for other reasons.
5. If a sufficient number of programs are not identified in #4, then the Academic Senate Executive Committee shall select additional programs, from those subject to review on a current basis, using random selection.
6. A listing of programs to be reviewed in the next academic year shall be completed by the Academic Senate by June 1, with said list being submitted to the Vice-president for Academic Affairs and the affected programs. Every effort should be made to provide notice of review at least one academic year in advance.
7. Assure there is a mix of programs between those that are subject to accreditation as well as those that are not.
8. No school shall have all of its programs reviewed in the same year, irrespective of accreditation review or other external review.

### ACADEMIC PROGRAM REVIEW COMMITTEE MEMBERS

1. The Committee shall consist of 8 tenured full professors; one from each of the seven schools, one from the Academic Senate, and a non-voting ex-officio person appointed by the Vice-president for Academic Affairs. The University Center for Teacher Education shall be included with a school of their choice for the selection of the representative from that unit.
2. Each School caucus shall forward the names of three nominees to the Academic Senate Office. The Academic Senate Executive Committee members shall receive a ballot of these nominees



and shall have five days to vote and return their marked ballots to the Academic Senate office for counting of the returns by the Academic Senate Elections Committee. The name of the person receiving the highest number of votes from each school shall be the person elected to serve on the Program Review Committee.

The person receiving the second highest number of votes from his school shall be the alternate to the committee, if from a different department. If the person receiving the second highest votes is from the same department as the persons with the highest number of votes, then the third person on the ballot will be considered to be the alternate, if from a department different from the department of the highest vote receiver.

3. No member of the committee shall participate or be present when a program sponsored by that representative's department is under consideration by the committee. In such instances, the alternate, whom shall be from a department other than the one under review, will represent that school until the program review is completed and a report forwarded to the Academic Senate.
4. Committee members shall be elected for a two year term, and may be reelected for a second consecutive term.
5. The representatives from the School's of Agriculture, Business, Liberal Arts, and Professional Studies elected in 1991-92 shall be elected for two year terms ending June 1, 1994.
6. The representatives from the Schools of Architecture and Environmental Design, Engineering, and Professional Studies elected in 1991-92 shall be elected for a one year term ending June 1, 1993.
7. Should a vacancy occur the replacement shall be elected in the same process as described in section 2, and shall complete the term of the person replaced.
8. Should a vacancy occur in the first year of the term for that position, the replacement person shall be eligible for one addition consecutive term. Should the vacancy occur after the first year of a term, the replacement will be eligible for two consecutive terms following the completion of the term as a replacement.
9. Persons excluded from eligibility for the 1991-92 election only, are those persons who served on the program review task force in 1990-91 and those who served on the 1991-92 Ad Hoc Committee for Program Review Criteria.

10. The Administration shall be expected to provide the necessary support staff to enable the Program Review Committee to carry out its responsibilities.
11. Members of the Program Review Committee should be provided with released time in which to perform this responsibility.

#### IMPLEMENTATION OF REVIEW AND REPORT FORMAT

1. The office of the Vice-president for Academic Affairs shall provide all program heads with a copy of the University Academic Program Review Criteria and the guidelines that are to be used to evaluate academic programs. (This document, once approved, should remain largely unchanged from year to year.)
2. The review process shall be conducted by the Academic Program Review Committee (APRC), with the composition and selection of the Committee in accordance with other parts of this document.
3. Programs selected by the Academic Senate Executive Committee will prepare information packages for evaluation by the APRC. These packages shall be formatted in conformity with the criteria and guidelines instructions. The completed packages will be submitted to the Academic Senate office for distribution to the APRC, with a copy also being forwarded to the appropriate School Dean.
4. The evaluation process shall be a review and assessment of the materials pertaining to a program. The Committee will prepare a list of **Findings** based on the materials contained in the package submitted.
5. Members of the program being reviewed shall be given the opportunity to meet with the APRC and to discuss the **FINDINGS**, and to submit written **Responses** to the **Findings**.
7. After receiving the **Responses**, the APRC will prepare **Recommendations**. In developing the **Recommendations**, the APRC shall give careful consideration to the **Responses** received.
8. The APRC shall prepare a report to the Academic Senate Executive Committee, with a copy to the program administrator and the appropriate school
9. The report will be structured in the following order:  
    **FINDINGS**  
    **RESPONSES**  
    **RECOMMENDATIONS**  
The original package of materials provided by the program

under review will be included in the report to the Academic Senate Executive Committee.

10. Following review by the Academic Senate Executive Committee, the completed report will be submitted to the Academic Senate for review and comment.
11. After review by the Academic Senate, the report, with recommendations from the Academic Senate, will be forwarded to the Vice-president for Academic Affairs and the appropriate program administrator and school dean.
12. The responses of the Academic Senate should be limited to broad policy issues raised by the Review process, rather than focusing on recommendations concerning specific aspects of a program.
13. The Vice-president for Academic Affairs shall have the responsibility for responding to the recommendations made concerning specific programs.
14. Any action taken by the administration, which is based upon the recommendations of the APRC shall be communicated to the parties involved and to the Academic Senate.

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

Background Statement: Campus Administrative Manual (CAM) articles 684, et al, state in part: "The University will not condone academic cheating or plagiarism in any form..." These articles further define cheating and plagiarism and what procedures shall be followed when cheating or plagiarism is noted.

While it must be accepted that all students are aware, prima facie, what cheating and plagiarism are, and as such that to cheat or plagiarize is unacceptable behavior, reference to these factors is not well publicized in documents readily available to students. Specifically, the current University Catalog references the California Administrative Code in its appendix on page 739, a few pages short of the end of the catalog. The University Winter 1992 Schedule of Classes likewise offers a single line (in small print) near the back of the schedule under the major topic of Campus Rules. This latter reference is found under Article IX. PETS ON CAMPUS.

AS- -92/  
RESOLUTION ON  
VISIBILITY OF THE POLICY ON CHEATING AND PLAGIARISM

WHEREAS, California Polytechnic State University is governed by certain regulations as published, specifically Title V of the California Administrative Code and the Campus Administrative Manual; and

WHEREAS, Section 41301 of the California Administrative Code identifies cheating or plagiarism as one of many actions which justifies expulsion, suspension or probation of students; and

WHEREAS, Campus Administrative Manual (CAM), section 684, "Academic Dishonesty: Cheating and Plagiarism" further establishes university policy and defines cheating and plagiarism; and



RESOLUTION ON VISIBILITY OF THE  
POLICY ON CHEATING AND PLAGIARISM  
AS- -92/IC  
Page Two

WHEREAS, The University Catalog and the Schedule of Classes publications do not adequately address the issues of cheating and plagiarism, and as reference to these are neither identified in tables of contents or indexes; therefore, be it

RESOLVED: That the statement below be printed in both the University Catalog and the Schedule of Classes immediately following the Table of Contents of each document, and that this statement be given a single page and be in bold print:

**CHEATING AND PLAGIARISM**

**CAL POLY WILL NOT CONDONE *Polegate*  
ACADEMIC CHEATING OR PLAGIARISM IN ANY FORM**

Cheating or plagiarism in any form is considered a serious violation of student behavior and will result in disciplinary action. #

The formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) can be found in the Campus Administrative Manual. Learning to think and work independently is part of the educational process. Accordingly, the policy can be summarized simply:

As a student, you are responsible for your own work and you are responsible for your actions.

*Further changes to be submitted by*

Cheating and plagiarism are defined in the Campus Administrative Manual, section 684. In addition, the Rules and Regulations, as stated in the Appendix of the University Catalog and the quarterly Schedule of Classes, further clarify appropriate disciplinary action when a student cheats or plagiarizes. All faculty and students are encouraged to review these documents to ensure such activities do not occur.

Proposed By: Academic Senate  
Instruction Committee  
January 14, 1992

AS-2061-92/FA  
January 9-10, 1992

Q 5 YRO  
Quarter System

YEAR ROUND OPERATION (YRO) WITHIN THE CSU SYSTEM

- WHEREAS, The economic future of California is directly tied to meeting the educational needs of the next generation; and
- WHEREAS, There is a shortage of facilities within the California State University system to accommodate the projected increase in CSU enrollment of between 29 and 49 percent by the year 2005; and
- WHEREAS, At some CSU campuses, new or expanded Year Round Operation (YRO) may be a viable means for accommodating some of the projected enrollment growth; and
- WHEREAS, There are four campuses in the CSU system (Pomona, Hayward, Los Angeles, and San Luis Obispo) which operate state-funded summer quarters (YRO); and
- WHEREAS, Some campuses now offering YRO are deterred from offering full programs and other campuses may be deterred from initiating YRO because of the fiscal penalties imposed by the absence of full and equitable funding; therefore be it
- RESOLVED: That the Academic Senate of the California State University support the concept of Year Round Operation (YRO) with full and equitable funding on campuses that are willing and in a position to implement such programs and that receive authorization to do so; and be it further
- RESOLVED: That the Academic Senate CSU advise the Chancellor's Office of the need to provide adequate support for YRO at CSU campuses with YRO; and be it further

State Funded  
Summer program

State Fully Funded summer program

ACADEMIC SENATE CSU  
Page Two

AS-2061-92/FA  
January 9-10, 1992

RESOLVED: That the Academic Senate CSU encourage the Chancellor's Office to inform the CSU Board of Trustees of the need to identify YRO as a fully funded program in their budget request; and be it further

RESOLVED: That the Academic Senate CSU encourage the Chancellor's Office to advise appropriate legislators of the need to provide full financing for YRO at CSU campuses with YRO.

AS-2064-92/AA  
January 9-10, 1992

SUPPORT FOR EXECUTIVE ORDER ON CSU GENERAL EDUCATION-BREADTH REQUIREMENTS  
(SUPERSEDES EXECUTIVE ORDERS 338 AND 342)

- 1 WHEREAS, General Education programs on all campuses of the California State University (CSU) are governed by graduation requirements established in Title 5 and have been implemented through Executive Order 338; and
- 2 WHEREAS, Provisions for transfer to CSU campuses of credit earned toward fulfillment of general education-breadth requirements have been set out in Executive Order 342; and
- 3 WHEREAS, The Academic Senate CSU is committed to facilitating the transfer process among the segments of higher education in conjunction with its commitment to ensuring integrity and quality in the education provided to the students of California; and
- 4 WHEREAS, The Academic Senate CSU has endorsed the principle of reciprocity for CSU general education-breadth requirements "with full or subject-area certification of lower-division general education programs within the California State University" (AS-1879-89/AA), and "for lower-division general education programs between the California State University and the University of California" (AS-1880-89/AA); and
- WHEREAS, The Academic Senate CSU has endorsed (AS-1979-91/AA) the definitions of Full and Subject-Area certification for CSU general education-breadth requirements and recognized the need for revision of several provisions of Executive Order 342 affecting transfer of general education credit; and

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WHEREAS, The Academic Senate CSU has supported (AS-1979-91/AA) the development of an executive order to incorporate the definitions of Full and Subject-Area certification and supersede Executive Order 342; and

WHEREAS, The campuses of the CSU reviewed the policy on Full and Subject-Area certification and reciprocity for lower-division general education programs among CSU campuses; and

WHEREAS, The campuses of the CSU reviewed the recommendations for Title 5 revisions to permit alternatives to existing lower-division CSU General Education-Breadth requirements including the Intersegmental General Education Transfer Curriculum and reciprocity for lower-division general education programs between the California State University and the University of California; and

WHEREAS, The Academic Senate CSU has endorsed (AS-2000-91/AA) revision of Title 5 to permit alternatives to existing lower-division CSU General Education-Breadth requirements including the Intersegmental General Education Transfer Curriculum (IGETC) and reciprocity for lower-division general education programs between the CSU and the UC; and

WHEREAS, The Board of Trustees of the CSU, in July 1991, approved policies to amend Title 5 to permit the institution of the Intersegmental General Education Transfer Curriculum and to allow reciprocity for lower-division general education programs between the California State University and the University of California; and

WHEREAS, In the course of developing a new executive order, the Chancellor's General Education-Breadth Advisory Committee has attempted to address and accommodate concerns of the campuses regarding cohesiveness in general education programs; and

AS-2064-92/AA  
January 9-10, 1992

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RESOLVED: That the Academic Senate CSU urge the Chancellor to issue the new new executive order, General Education-Breadth Requirements.

DRAFT 1/7/92

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802

Executive Order: xxx  
Title: General Education-Breadth Requirements  
Effective Date: April 1, 1992  
Supersedes: 338, 342

This Executive Order is issued pursuant to Title 5, *California Code of Regulations*, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

- A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.
- B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.
- C. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

This Executive Order is intended to establish a common understanding about CSU General Education-Breadth Requirements (alternative A) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements.

- DRAFT 1/7/92

Executive Order No. xxx

## II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.
2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.
3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
5. Considering the possibility of incorporating integrative courses, especially at the upper-division level, which feature the interrelationships among disciplines within and across traditional general education categories.
6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.
7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
8. Considering possibilities for activity as well as observation in all program subdivisions.

B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.



- DRAFT 1/7/82

Executive Order No. xxx

- C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
- D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

### III. Objectives of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

- A. will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

### IV. Entry-Level Learning Skills

Title 5 of the *California Code of Regulations*, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

To implement this policy, each campus shall do the following:

- A. Determine appropriate entry-level skills in the English language and mathematics.

DRAFT 1/7/92

Executive Order No. xxx

- B. Institute means for determining whether new students possess such skills.
- C. Identify those courses and other means for achieving requisite skill levels where they do not exist.
- D. Institute policies and procedures to ensure that baccalaureate credit is not granted for such courses.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section I above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72 quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.

- A. A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- B. A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

DRAFT 1/7/82

Executive Order No. xxx

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- E. A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campuswide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the *California Code of Regulations*, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.



DRAFT 1/7/82

Executive Order No. xxx

VI. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the *California Code of Regulations*, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.
- B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the all-campus level prior to initiating the request. A full academic justification shall be submitted to the Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A systemwide Advisory Committee on General Education is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be as follows:

- A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy.
- B. To continue to study general education policies and practices inside and outside the system.
- C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.
- D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education-Breadth policy and programs in the California State University.

DRAFT 1/7/62

Executive Order No. xxx

VIII. Certification by Regionally Accredited Institutions of Transfer Students' Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

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B. Conditions for Participation

Any institution that is accredited by the Western Association of Schools and Colleges and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section III of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.
  - a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  - b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (cf. Subsections A-5 and A-7 of Section II).
  - c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education.

arrow Scope  
change: WASC

DRAFT 1/7/92

Executive Order No. xxx

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

*No change  
from current  
procedure*

- a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

*Att. A*

- b. The list shall be updated annually. Each participating institution shall transmit to the CSU Office of the Chancellor, Division of Academic Affairs, by April 1 of each year, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

- c. As of April 1, 1992, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after April 1, 1992, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community Colleges who have relevant expertise. The subcommittee may refer decision on acceptance of the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

*No longer have  
a challenge process  
will be replaced.*



- d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution.
- e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and for reapproving entries that are found to have remained appropriate. Courses reapproved after significant modification should be resubmitted.

4. The participating institution shall report certification for individual students in a format to be specified.

DRAFT 1/7/92

Executive Order No. xxx

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower-division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

Attachment A →

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections III and V. The units must be distributed as follows, except as specified in Subsection 3 below:

- a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning.
- c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.
- d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines.
- e. In Area E, no fewer than three semester units (4-5 quarter units).

change →

change →

Attachment A →

2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

- a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.



DRAFT 1/7/82

Executive Order No. xxx

- b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.
  - c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.
  - d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines.
  - e. For Area E, no fewer than three semester units (4-5 quarter units).
3. Exceptions to subarea restrictions in the subsections above may be made for programs in which instruction to meet multiple objectives is integrated into a set of courses or into interdisciplinary courses. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.
2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.
3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.
4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

DRAFT 1/7/62

Executive Order No. xxx

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.
6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

- A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety, shall be recognized as fulfilling all lower-division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.
- B. Lower-division general education *subject-area* requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.
- C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

1/92

**CURRENT CHARGES SENT TO THE  
ACADEMIC SENATE COMMITTEES  
1991 - 1992**

Budget Committee

1. Ongoing charges:
  - a. review of Program Change Proposals when appropriate
  - b. review of lottery funds
  - c. review of the academic year's campus budget
  - d. review of the long-range planning required by budget cuts
  - e. review of resource allocation
  - f. review of budget impact of curriculum proposals when appropriate
2. Year Round Operation - Due January 14, 1992

Constitution and Bylaws Committee

1. Miscellaneous Bylaw changes for clarity
2. Review of Academic Senate restructuring report of Jan '89

Curriculum Committee

1. Recommendations re Resolution on Minimum Grade Requirement Imposed by Departments on Minorng Students
2. Review of Experiential Education guidelines
3. Revise process of curriculum development
4. Review curriculum proposals

Distinguished Teaching Awards Committee

1. Selection of 3 DTA recipients - Due Spring Quarter
2. Selection of Trustees' Outstanding Professor Award nominee - Due February 3, 1992
3. Should tenure requirement be eliminated for DTA eligibility?

Elections Committee

1. Streamlining the elections process
2. Hold regular elections during Winter Quarter

Fairness Board

Hear grade grievances

General Education and Breadth Committee

1. Comprehensive review of the GE&B program
2. Review upper division requirements in light of the IGETC, and full and partial certification
3. Review implications to Area F from new transfer procedures
4. Introduction of a cultural pluralism requirement within the GE&B program
5. Review GE&B proposals as received

#### Instruction Committee

Assist the Student Progress Committee with their review of course policy, grading, "Repeats," "Retroactive GPA Changes," "Limitation of Total Units," "Limitation of Time to Degree," and "Change of Grade."

#### Library Committee

1. Continue to work with the Library on funding efforts, at state level and private donations
2. Help to resolve the reduced staffing problems
3. Keep up with changing technologies available in the area of library resources
4. Proposal for library to receive direct income from grants
5. Ongoing review of library policies and procedures

#### Long-Range Planning Committee

1. Why do majority of Cal Poly student take longer than four years to graduate?
2. Are the concentration, options, and specializations offered at Cal Poly a hinderance?
3. What is impact of the 20 minors on campus?
4. Is the GE&B program excessive (if transfer student is GE certified should s/he be required to take more classes for major)?
5. Is declaring a major upon entering Cal Poly a factor?
6. Does adhering to the CSU factor of approximately 60% transfer students impact this problem?
7. What is the effect of the quarter system of scheduling on this issue?
8. Year Round Operation - Due February 4, 1992
9. Review Graduate Studies document

#### Personnel Policies Committee

1. Handling of raw data in department head and dean evaluations/faculty evaluation of deans
2. Recognition of excellent student advising in the RTP process
3. Vote of confidence for administrators
4. Presidential responses to Academic Senate resolutions
5. Dean's selection committees

#### Research Committee

1. Review of CARE Grants and its guidelines
2. Review of State Faculty Support Grants and its guidelines
3. Review of Student Research Competition submittals
4. Review of ARDFA facility; its administration and allocation of overhead
5. Patent and copyright exploitation
6. The use of human subjects
7. Whether centers/institutes should be "sunsetting"



Status of Women Committee

1. Ongoing review of Sexual Harassment Documents
2. Ongoing review of Sexual Assault Documents
3. Draft report on status of women at Cal Poly

Student Affairs Committee

1. Are "excessive daily coursework assignments" being required of Cal Poly students?
2. Address issues of AS-369-91/EX on Ethnic Diversity
3. Review material on American Freshman Survey

University Professional Leave Committee

Review leave applications

11  
1.25 72

ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY

AS-2061-92/FA  
March 5-6 1992

FUNDING OF YEAR ROUND OPERATION (YRO)  
WITHIN THE CSU SYSTEM

- WHEREAS, The economic future of California is directly tied to meeting the educational needs of the next generation; and
- WHEREAS, There is a shortage of facilities within the California State University (CSU) system to accommodate the projected increase in CSU enrollment of between 29 and 49 percent by the year 2005; and
- WHEREAS, At some CSU campuses, new or expanded Year Round Operations (YRO) may be a viable means for accommodating some of the projected enrollment growth; and
- WHEREAS, There are four campuses in the CSU system (Pomona, Hayward, Los Angeles, and San Luis Obispo) which operate state-funded summer quarters (YRO); and
- WHEREAS, Some campuses now offering YRO are deterred from offering full programs and other campuses may be deterred from initiating YRO because of the fiscal penalties imposed by the absence of full and equitable funding; therefore, be it
- RESOLVED: That the Academic Senate of the California State University urge that Year Round Operation (YRO) receive full and equitable funding on campuses that are willing and in a position to implement such programs, that decide through their governance process (Academic Senate) to request YRO, and that receive authorization to do so; and be it further
- RESOLVED: That the Academic Senate of the California State University (CSU) encourage the Chancellor's Office to inform the CSU Board of Trustees of the need to provide adequate support for Year Round Operations (YRO) and to identify YRO as a fully funded program in their budget request; and be it further
- RESOLVED: That the Academic Senate of the California State University (CSU) encourage the Chancellor's Office to advise the Governor, Department of Finance and appropriate legislators of the need to provide full financing for Year Round Operations (YRO) at CSU campuses with YRO.

*min 1-28-92*

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -92/EX  
RESOLUTION ON  
ACADEMIC PROGRAM REVIEWS**

- WHEREAS, The current process of five-year reviews of "existing degree programs" required under AB 82-1 has not been effective in assessing the academic environment at Cal Poly, and
- WHEREAS, Academic program reviews under AB 82-01 are largely internally-generated and lack the perspective and objectivity of broader peer review, and
- WHEREAS, Budgetary allocations have not been linked to academic program reviews under AB 82-1, and
- WHEREAS, In response to budgetary short-falls in the 1991 academic year, the academic program review process conducted by faculty to identify programs at-risk, created an environment of apprehension and tension amongst the faculty and staff, and
- WHEREAS, Budgetary problems have continued and are anticipated to continue over an extended number of years, and
- WHEREAS, The faculty have a responsibility to both review academic programs and provide input into the budgetary decision-making process, and
- WHEREAS, The faculty are responsible for curriculum and academic programs, and
- WHEREAS, The quality of the academic programs at Cal Poly needs to be a primary consideration in academic program review, and
- WHEREAS, The administration is responsible for allocation of funds between and among programs, and
- WHEREAS, The administration may use program review recommendations in determining the allocation of resources; therefore, be it
- RESOLVED: That the Academic Senate adopt and recommend to the University a policy of comprehensive academic program review to be conducted by the Academic Program Review Committee (APRC); and be it further,
- RESOLVED: That academic program reviews are for the purpose of improving the quality of academic programs at Cal Poly; and be it further,
- RESOLVED: The processes to be used in implementing the Academic Program Review are to be in accordance with the attached "Academic Program Review Criteria Detailed Guidelines."

Proposed by the Academic Senate Executive Committee  
January 28, 1992